**Stuckness:** First I believe you have to ask the question, “Are we doing everything we can?” The answer is always…NO! Many teachers will say that they are doing everything they can, but when they do, they are stuck or have grown complacent. I don’t believe my school as a whole falls into this category, but I am sure individual teacher do. The school as a whole is constantly being pushed to improve not only by the administration but by the very culture that is already established. When individual teacher get caught in this mode, they normally look for professional development opportunities that offer ways to jump start their instruction.

The school culture has set an expectation for the teachers, and when teachers do not fit in the culture, they either leave or the administration seems to find ways to encourage their departure.

**Consensus:** Consensus is vital for the success and progress of any team environment. Is everyone on the same page? I often hear coaches say, “The players really bought into what we are doing.” This comment is normally made after a successful season. When teachers, administration, and auxiliary workers “buy into” what the leadership is trying to do, true progress is made. As for my school, I find that new teachers have to “buy into” the culture that has been established here.

**Professional Learning Communities:** The only active “professional learning communities” in Sundown that I am aware of are departmental groups. These groups are generally confined to the TAKS subjects. Due to the small size of my school, other subject areas might be confined to only one or two teachers. The departmental groups here do meet on a regular basis and they are very productive. I feel they are vital to the success we have on the TAKS tests. For the subject areas that only have one or two teachers, I would try establishing learning communities that would involve teachers from outside our district.

I agree with your view on "Stuckness". It is hard for some teachers to except constructive criticism. I think teachers do feel that they are doing their best even though assessments show students are not mastering skills. I think the "Stuckness" is related to the Consenus building and the PLC. I feel to have a strong foundation and get through the plateau areas, teacher must have consensus among facutly and an active PLC. Individual teachers must have the same goals as the campus for the students. If the faculty is not in agreement, division occurs. Division can spread like a wild fire through the campus. Students pick up on the "attitudes" of teachers. This "attitude" will affect the students "best" work. If the teacher seems to be going through the motion, more than likely the majority of the class is also going to just go through the motions. Teachers need a way to evaluate their own "best" efforts. The evaluation does not need to come just at the end of the school year. Constant self and peer evaluations combined with students benchmarking and ongoing assessment will allow teachers and students to excel. Everyone, teachers and students, can grow and achieve a new level of "best" efforts. If a campus can incorporate that all teachers have consensus, the PLC provide information and support, and teachers evaluate themselves as they assess stundents, the campus should be able to achieve new gains and pursue through the "Stuckness".

I agree with both Jack and Gina about the problems with being stuck. Jack points out that if a campus is stuck then it is not possible that there is nothing else that could be done. Gina also points out that teachers often feel they are doing their best even though assessments show the students not progressing. If a campus is going to get past such a point of being stuck, the first step would be to develop an atmosphere of trust among faculty and administration that would allow for open and honest discussions about what could be done to push students (and teachers) forward. Utilizing in depth data analysis and incorporating the critical friends element of professional learning communities might help refocus the teachers on the important concepts that might be taught more thoroughly.